

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 1 | K-12 schools |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 10475

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	39	40	79	7			0
1	36	36	72	8			0
2	39	29	68	9			0
3	39	39	78	10			0
4	35	19	54	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							351

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	351
(5)	Total transferred students in row (3) divided by total students in row (4).	0.040
(6)	Amount in row (5) multiplied by 100.	3.989

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 143

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>6</u>
Paraprofessionals	<u>14</u>	<u>5</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>34</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 25 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	96%	96%	96%
Daily teacher attendance	94%	94%	94%	94%	94%
Teacher turnover rate	10%	15%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The school district began recording teacher absences in an automated system last year. As a result, we only have hard data from the 2008-2009 school year, and have estimated that teacher absences were about the same for the other years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Southwest Elementary School is one of four elementary schools in the Grand Rapids School District. We consist of grades K thru 4 and presently serve approximately 350 students. The school is tucked back into a quiet residential neighborhood which helps to contribute to a warm neighborhood atmosphere. It can best be described as a school with a strong sense of community. Southwest has strong connections to the community it serves and has built these connections in a variety of ways. We are blessed with a number of parents and community members that volunteer their time in our classrooms. We have also been fortunate enough to receive donations from community organizations and have a strong core of parents guiding our PTC.

There is a sense of community within our school as well. School wide projects and themes are used throughout the year to put extra emphasis on academics such as literacy and other core areas. This approach has allowed us to incorporate several fun, but also educational activities into the school year. Examples of these include playing book bingo, offering reading incentives, displays of student reading achievements in hallways, and student book buddies. Teachers collaborate, share ideas, successes, and frustrations whenever possible. Support committees such as the Teacher Assistance Team and Child Study Team are in place to assist teachers who need support in planning interventions for struggling learners as well.

The Southwest Site Team sets strategic goals for the building every year based on data and designs a plan of action steps to monitor progress in achieving our goals. Some of these goals are set based on MCA II achievement in grades three and four. The team looks at current achievement levels and sets goals for higher percentages of achievement each year. District aims and goals are included in planning building goals as well. When considering student achievement, goal number one is that each student will read and comprehend a variety of materials and will locate and apply information at grade level or above. Goal two- Each student will effectively communicate at grade level or above. Goal three- Each student will apply mathematical/science skills to analyze and solve problems at grade level or above. Goal four- Each student will have the opportunity to experience the activities that will develop a well-rounded citizen. Goal five- Each student will develop and demonstrate personal responsibility for learning and self-management. Goal six- Each student will effectively utilize technology.

Additional goals include community involvement and safe environment. Community involvement focuses not only on communication with parents and families, but also with the general public. This has been essential for building strong partnerships in the community. Safe environment goals ensure that we are providing a safe learning environment and doing yearly crisis planning. Goals are also set to promote efficiency in areas including professional development and curriculum. Southwest uses these goals as a foundation in building a positive learning environment where all students can find success and feel safe.

Southwest has established a tradition of high achievement on Minnesota's MCA II tests and meeting adequate yearly progress. We feel we have been able to maintain a high level of success due to a number of different factors including focused goal setting, data driven instruction, and creating a positive and safe learning environment.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Southwest Elementary School participates in the Minnesota Comprehensive Assessments distributed by the state of Minnesota. Minnesota has used the MCA II tests for the past 4 years. Students are placed in one of four categories based on their score. They either exceed the standard, meet the standard, partially meet the standard, or do not meet the standard. Partially meeting the standard is not considered being proficient, so students must either meet or exceed the standard to be proficient. Data is only available to use for four years due to the fact that another test was used prior to the MCA II, and that test data is no longer accessible from the state. If you would like further information regarding this test, you can go to the Minnesota Department of Education Website.

Southwest Elementary has seen steady gains in fourth grade with a slight dip in both reading and math during the 2006-2007 school year. The overall gains in math went from 72% proficient in 2006 to 88% proficient in 2009. The overall gains in reading grew from 77% proficient in 2006 to 90% proficient in 2009.

Our student population is not very ethnically diverse, so there is very little data for those sub-groups. According to the state of Minnesota, we do not have enough students in any of the other ethnic sub-groups to record data for that group. We did see significant gains in fourth grade students that qualify for “Free or Reduced Lunch” services. This demographic grew from 58% proficient to 93% proficient in reading during the same time period described above. In math, our “Free or Reduced” population grew from 52% to 80% in proficiency.

In third grade our test scores have maintained a high level of proficiency, but they have fluctuated over the last four years. In math we have bounced between 82 percent and 90 percent. This is a wide swing and we are currently looking for ways to stabilize the growth into an upward trend instead of going up and down. A positive note here is that the number of students who have exceeded the standards has been approximately one third year after year. Our school district has just switched to a new math series as well. We will monitor these numbers to see how this affects our trend data.

Proficiency in our third grade reading scores has fluctuated as well. We have bounced in a 10 percent range from 82 percent to 92 percent during the same four year span. Again, we are looking to stabilize this at the high end and establish a consistent growth pattern. The number of third graders exceeding the standard has gone up and down also, but in three of the four years, has been at 50 percent or better. Unfortunately, our Free and Reduced numbers have swung in a wide range of percent proficient as well.

The lack of a consistent growth trend with our MCA II data tells us that we need to be looking deeper than just what student groups we had. The Grand Rapids School District is currently taking several steps that we believe will help establish more conclusive data for instruction. Our school district uses NWEA tests to monitor student growth starting in grade two. Other assessments are being implemented in Kindergarten and first grade as well. In addition, the district has just begun using a data warehouse that will make student data more accessible to teachers, and is also moving to a standards based report card for all elementary students.

2. Using Assessment Results:

Our school uses a variety of district approved assessments to monitor student growth. In addition to the MCA II, we use NWEA tests in grades two through four. We currently use the Jerry Johns Reading Inventory, star reading test, fluency checks, math skills checks, and other formative and summative assessments. The

combination of these assessments is designed to show us where students are currently at regarding their skill level, but also measure growth throughout the year.

The Southwest Elementary Site Council uses this data to set SMART Goals for each school year and review past goals to monitor progress for the entire school. We use an early release day in the fall of the year for teachers to meet and discuss the most current MCA data. We study the strong and weak areas at that time and introduce the school goals set by the Site Council for the year. The plan is shared as to how we will proceed and input is gathered as well. Action steps are built in to ensure follow through

In addition to studying the MCA data, NWEA's MAP (Measures of Academic Progress) tests are given at least twice a year to monitor growth. Tests are administered in the fall and again in the spring. Teachers use this data to better understand skill level and individual need for their students. This often times coincides with informal classroom assessments that are ongoing throughout the year. Time is allowed for teachers to meet and collaborate or work independently on data interpretation and planning strategies for specific students. We feel these steps are essential for differentiating instruction to meet the needs of all students.

Our school district also has district-wide elementary grade level meetings three times a year. These meetings provide opportunities for teachers to share ideas and concerns about assessment data and curriculum needs within their own grade level.

3. Communicating Assessment Results:

Southwest Elementary School data is shared with families and the general public in a number of ways. Every year, the school and district MCA data and AYP status are published in the local newspaper. The school also sends home a student data report of MCA results to parents of every child. MCA results and importance are discussed in class with students as well. This helps to ensure that students take the test seriously and can assist in goal setting also.

The NWEA MAP test results from fall are shared with parents at conference time, so they have a chance to ask questions if the need arises. These too, are shared with students, so goals can be set for individual growth to be measured when they take the test again toward the end of the year.

Our school communicates with our families and the public through a variety of methods. Classroom teachers send home weekly newsletters, the school publishes a monthly newsletter, and we utilize our link to the district's website to convey information about our school. Our school district also contracts with a writer each year to do a number of school related stories. The local newspaper has been very supportive of the school by publishing information and articles submitted to them.

The primary emphasis has always been on student achievement, not necessarily advertising that achievement to the public. This is an area in which our Blue Ribbon nomination will help. It will bring a spot light to the achievements that have been taking place at Southwest for quite some time, and allow us to not only celebrate our success, but also broaden the opportunity to share what has worked for us with others.

4. Sharing Success:

Southwest Elementary School is one of five elementary schools in the Grand Rapids School District. All of our schools make a point of sharing information at a variety of levels. We hold elementary principal meetings at least once a month with the curriculum director and superintendent. This ensures continuity between schools and allows for an avenue of communication between building administrators.

In addition to principal meetings, district wide grade level meetings are held three times a year with the curriculum director. A multitude of things are discussed at these meetings such as common assessments, curriculum goals and outcomes, curricular materials, and ideas.

The school district has also been very supportive of Professional Learning Communities (PLCs) as well. Southwest teachers have been involved in PLCs that related just to Southwest and to ones that stretched across the district. We have found that having multiple elementary schools makes it imperative to have open, established lines of communication between elementary teachers throughout the district.

Success and ideas are shared beyond district borders as well. The Grand Rapids School District belongs to a collaborative consisting of seven area school districts. This collaborative uses a menu driven approach for sharing ideas, services, training, and more. A multi-district workshop is held every year where outside people are brought in and current staff members trained in specific areas hold break out sessions for other professionals to attend. Southwest staff has attended these workshops and several members have even presented.

Southwest Elementary has always been open to sharing our ideas and strategies we have found successful, and we are constantly striving to learn from the experiences of others. If we are fortunate enough to be granted a Blue Ribbon Award, we would be in a better position to promote and share our successful strategies and gain more ideas in the process.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation of Southwest Elementary's curriculum is based on a student centered approach that gives teachers a broad latitude of how to meet each student's needs. The district has worked hard to embed the Minnesota State Standards into its curriculum and maintain rigorous but appropriate learner outcomes for each grade.

Reading and language arts are taught through a balanced literacy and writing approach. A regular reading series is provided to teachers to use as a curricular tool, but they are encouraged to go beyond the basal in order to differentiate and promote student interest. The basic premise is to determine student reading and writing levels early in the year and then use a host of resources to meet student needs to move them forward. Determining student levels involves using the Star Reading test, which is part of Accelerated Reader, the Jerry Johns Reading Inventory, and fluency checks. Accelerated Reader is also used as a motivator to promote a greater volume of reading by students at their level. In addition to Accelerated Reader, other reading incentives and promotions are done throughout the year to promote reading.

The school district has recently switched to a new math series that is better aligned with our state standards and district outcomes. This new series also has a greater depth of resources for technology. This has become increasingly more important to promote student engagement. This year our school installed LCD projectors in all of our regular education classrooms, and smart boards were installed in every grade except Kindergarten. Those will be installed next year. Being able to utilize this kind of technology has given our teachers greater opportunity to engage students and model math skills to them in a more interactive way.

Instruction in both math and reading instruction is driven by data and assessments. The NWEA scores are given by RIT levels which helps teachers pinpoint which skills to concentrate on for their students. Delivery is done in a variety of ways, from traditional book instruction, to hands on project based learning.

Science is taught primarily in a theme or unit based setting. These themes or units are based on meeting state standards and district outcomes. Teachers design these themes to be high interest and applicable to the real world as much as possible. Guests are often invited in for special projects and may range from an expert in the community or college students majoring in engineering or education from a nearby college.

Social studies is also theme and unit based. Teachers use a multi-curricular approach with social studies. For instance, a language arts lesson in writing might include a topic such as "citizenship". Teachers also take advantage of historical dates such as Presidents Day or Martin Luther King Jr. Day in order to put an emphasis on units they will be covering.

Students currently receive P.E. for 25 minutes every day at Southwest Elementary. The physical education curriculum is set up in units. Due to the fact that winters are quite long in Northern Minnesota, it is essential that outdoors units are covered right away in the fall or very late in the spring. P.E. focuses on structured physical activity and promoting a healthy life style. This is an area, much like the academics, where students are at a wide variety of skill levels. The focus is on teaching students a certain level of physical skills, but to also give them exposure to physical activities that they may not have otherwise had an opportunity to try. Team work, cooperative learning skills, and sportsmanship are other facets that are emphasized.

Music is taught 2-3 times a week throughout the year. It is unit based and built according to required standards and outcomes. Students do numerous hands on activities and give performances at a number of different grade levels.

Art is taught primarily by the classroom teacher. With the support of donations from our PTC, teachers have an opportunity to obtain art supplies or invite local artists and experts to come in and provide instruction in the classroom. Teachers take advantage of this by differentiating art projects by grade levels so students get a wide variety and exposure to different facets of art.

In addition to the scheduled art time, teachers are encouraged to integrate art into other curricular areas in order to broaden student exposure to art and engage student learning in other mediums. Several experts have visited our district to provide professional development to promote arts integration across the curriculum to teachers.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Southwest's reading curriculum is based on a balanced literacy approach to reading. The Scott Foresman Reading Street series is provided for teachers, but they are encouraged to differentiate well beyond that based on the needs of their students. Students are assessed at the beginning of the year to determine where their skill level is, and teachers develop plans based on those assessments. NWEA assessments are used in grades 2-4. First grade uses the Jerry Johns Reading Inventory and fluency checks. Kindergarten uses a district approved quarterly assessment check.

A great variety of approaches are used to meet students' needs. We have a leveled library that teachers can access for student reading groups. Teachers use things such as monthly poems, Reader's Theater, guided reading groups, book talks, and much more as ways to meet learner needs for reading. Accelerated reader is used in all of the grades to promote reading at the appropriate level. Giving teachers the freedom to use a wide variety of methods enables them to differentiate for individual students. It makes it essential for the school and district to make resources and training available, but this approach helps meet student needs far better than a "canned curriculum" approach.

Southwest Elementary has a part time reading specialist who works primarily with struggling readers in first grade. This teacher works very closely with the classroom teachers to pinpoint specific areas of concern and target those skills in her lessons with students.

The other form of support Southwest has is a Minnesota Reading Corp member. This is part of the Americorp program. Having another individual who is trained in interventions to work with K-3 students has been a great asset. Unfortunately, this is something we have to apply for every year and is not guaranteed.

3. Additional Curriculum Area:

Part of the school's mission is to promote the academic and social growth of all of our students. Our goal is to provide a well rounded educational environment where students get the support they need and are allowed to excel. Math is a core curriculum area in which we have taken significant steps during the past few years.

Math instruction in the early grades focuses on concrete concepts and utilizes a variety of hands-on applications. Manipulatives are used on a regular basis to teach concepts and promote understanding. Newly acquired Smart Boards and LCD projectors have also made a large impact on promoting student engagement and visually demonstrating math concepts.

Smart Boards and LCD projectors are being heavily used in third and fourth grade as well. Concepts being taught in these grades are more abstract than the lower grades, so teachers make lessons applicable to real-world situations whenever possible.

Several Southwest teachers have been trained in CGI math instruction. This training has been well received and has changed the mind set for instruction to promote a greater amount of higher level thinking in problem solving. As a result of this success, other teachers have become interested in the CGI approach.

The school district has also just purchased a new math series. We feel this series not only helps to address our state standards well, but also offers a logical sequence and scope of instruction. The series is also technology oriented; teachers have already found this technology focus to be extremely useful when it comes to introducing new concepts with their Smart Boards.

Lastly, math skills are promoted and solidified through enrichment activities in the classroom and the computer lab. Enrichment activities are offered in the classroom in such a way that high achieving students are given the opportunity to work independently, while others are given the appropriate support. In the computer lab, educational math games and websites are used as enrichment as well.

4. Instructional Methods:

Differentiated instruction is a concept that has been emphasized and promoted for quite some time at Southwest. Teachers are always encouraged to continue their professional development in this area and share ideas with others. We feel that differentiating has helped our students maintain a high success rate on the MCA II tests. By meeting student needs at their instructional level, we feel we have helped more students not only meet the standards, but also exceed them.

Differentiation takes place in a multitude of different ways. For example, all students are assessed for their appropriate reading level, and instruction is tailored for the individual's level. This is done in a variety of ways. Some teachers do tiered instruction, while others do guided reading groups or literature circles. No matter what the approach, the key concept is that each student is reading at their proper level. This ensures they are challenged, but not over whelmed.

Accommodations are made on a regular basis for students that struggle to keep up. This might include providing more one-on-one reading time, meeting with our reading specialist in first grade, working with a volunteer or modifying homework or an assignment.

Students that excel often need differentiation also. The district has an acceleration procedure, but it is rare to move a student an entire grade ahead. More often other steps are taken. This may include offering more enrichment opportunities in class or moving them into a higher curriculum for a specific subject area. Assigning open-ended projects is also a great opportunity for all learners, as it allows them to perform at their own level. The CGI approach in math fits well for differentiation, because it allows students to progress on a more individual level.

5. Professional Development:

Southwest Elementary is fortunate to be part of a school district that puts a high priority on professional development. The district sets aside a percentage of the budget specifically for this cause. In recent years, they have set more aside than what the state required, because they see the importance of continual learning.

Each school is allotted staff development money based on the number of teachers within the building. Each school also has a staff development representative who serves on the district team and on their building Site Team. The Site Team governs the money and reviews requests for staff development money. Anyone wishing to access staff development funds must fill out the proper paperwork explaining how the training pertains to the building and district goals. This process ensures that time and resources are being put toward a common focus.

When an instance arises that the entire building needs specific training, such as on new technological equipment, the Site Team facilitates that process as well.

Our school district works with neighboring districts to share costs on professional development, so our staff is given greater opportunity for training than what just one district could offer. This partnership has brought more experts to the area, and has created a strong communications network between professionals in the region.

The Grand Rapids School District has just begun using a data warehouse for student assessment data. It will take time to train teachers and administrators, but this is a great example of how professional development money is being used to enhance professional growth and student learning. Having this data more readily accessible will allow teachers to spend more time analyzing data and planning student interventions instead of spending the bulk of their time trying to gather the data.

6. School Leadership:

Southwest Elementary has one principal, but the leadership structure of the school consists of much more. There are a number of different committees set up throughout the building with different staff members chairing them. This format helps to promote involvement and ownership in the school. It also allows staff members to put themselves in a position to help the school in an area in which they feel they have more to offer.

These committees include the Teacher Assistance Team, Child Study Team, Technology Committee, The Spirit Team, The Sunshine Committee, and The Site Team. The Site Team is the leadership committee and sets the building goals based on student data and past achievement. It also decides what steps should be taken in the process of meeting these goals. It consists of four teachers, the principal, school secretary, an educational assistant, the counselor, and a parent representative.

People tend to remember that the principal's job is to hold people accountable. At Southwest it is important for the principal to be considered a resource as well. The principal's role at our school has been to be a lead teacher and facilitator when it comes to instruction. It is necessary in every school to have one person to help maintain the focus of the school and ensure things are moving in the right direction. Due to the fact that our district has five elementary schools, it has also been imperative that all of the elementary principals work together to ensure continuity and strong communication throughout the district.

Another important aspect of leadership is hiring new personnel. This is committee based, but the final responsibility rests with the principal. Southwest has a strong, professional staff. Finding a professional that will fit and bring something special to the programs and students at Southwest is something that is not taken lightly.

Building leadership is about maintaining the focus on what needs to be done, providing resources to achieve goals, and facilitating the process so things are not left to chance.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MCA II

Edition/Publication Year: 2nd/2006

Publisher: Pearson/State of MN

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the Standard	81	90	83	88	
Exceeds the Standard	31	30	33	35	
Number of students tested	52	50	52	51	
Percent of total students tested	98	98	94	96	
Number of students alternatively assessed	1	1	3		
Percent of students alternatively assessed	2	2	6		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the Standard	56	93		85	
Exceeds the Standard	31	27		23	
Number of students tested	16	15		13	
2. African American Students					
Meets the Standard					
Exceeds the Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the Standard					
Exceeds the Standard					
Number of students tested					
4. Special Education Students					
Meets the Standard				70	
Exceeds the Standard				10	
Number of students tested				10	
5. Limited English Proficient Students					
Meets the Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the Standard	87	90	83	87	
Exceeds the Standard	33	29	34	35	
Number of students tested	46	48	47	46	

Notes: Minnesota began using the MCA II test in 2006. The state does not archive any information prior to the use of this test, so we are only able to supply 4 years of data. The state also began using the MTAS as an alternate assessment for those who qualify in 2007. As a result, we do not have alternative assessment data prior to 2007.

Subject: Reading
Edition/Publication Year: 2nd/2006

Grade: 3 Test: MCA II
Publisher: Pearson/State of MN

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the Standards	83	92	90	82	
Exceeds the Standards	50	58	40	58	
Number of students tested	52	50	52	50	
Percent of total students tested	98	98	94	95	
Number of students alternatively assessed	1	2	3		
Percent of students alternatively assessed	2	2	6		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the Standards	69	93		77	
Exceeds the Standards	25	45		54	
Number of students tested	16	15		13	
2. African American Students					
Meets the Standards					
Exceeds the Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets the Standards					
Exceeds the Standards					
Number of students tested					
4. Special Education Students					
Meets the Standards				60	
Exceeds the Standards				30	
Number of students tested				10	
5. Limited English Proficient Students					
Meets the Standards					
Exceeds the Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets the Standards	89	92	89	80	
Exceeds the Standards	54	58	43	56	
Number of students tested	46	48	47	45	

Notes:

Minnesota began using the MCA II Test in 2006 and has not archived test results that took place earlier than that. Therefore, we are only able to supply test results for the past 4 years. The state also began using the MTAS as an alternative assessment in 2007. Therefore, we do not have data for alternatively assessed students prior to that, and the number of total students tested in 2006 is our best estimate.

Subject: Mathematics
Edition/Publication Year: 2nd/2006

Grade: 4 Test: MCA II
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the Standards	89	71	67	72	
Exceeds the Standards	38	27	28	17	
Number of students tested	53	61	60	56	
Percent of total students tested	96	93	98	96	
Number of students alternatively assessed	2	4	1		
Percent of students alternatively assessed	4	6	2		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the Standards	80		50	53	
Exceeds the Standards	7		14	6	
Number of students tested	15		14	17	
2. African American Students					
Meets the Standards					
Exceeds the Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets the Standards					
Exceeds the Standards					
Number of students tested					
4. Special Education Students					
Meets the Standards			40		
Exceeds the Standards			0		
Number of students tested			10		
5. Limited English Proficient Students					
Meets the Standards					
Exceeds the Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets the Standards	88	73	65	74	
Exceeds the Standards	38	27	28	17	
Number of students tested	50	52	55	46	

Notes:

Minnesota began using the MCA II tests in 2006 and does not archive data from earlier than that, so we are only able to report 4 years of data. The state also began using the MTAS as an alternative assessment in 2007 for those who qualify. As a result, we do not have alternative assessment data prior to 2007.

Subject: Reading
Edition/Publication Year: 2nd/2006

Grade: 4 Test: MCA II
Publisher: Pearson/State of MN

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the Standard	91	83	63	77	
Exceeds the Standard	55	31	37	36	
Number of students tested	53	59	60	53	
Percent of total students tested	96	97	98	95	
Number of students alternatively assessed	2	4	1		
Percent of students alternatively assessed	4	3	2		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the Standard	93		57	59	
Exceeds the Standard	53		29	18	
Number of students tested	15		14	17	
2. African American Students					
Meets the Standard					
Exceeds the Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the Standard					
Exceeds the Standard					
Number of students tested					
4. Special Education Students					
Meets the Standard			30		
Exceeds the Standard			10		
Number of students tested			10		
5. Limited English Proficient Students					
Meets the Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the Standard	90	85	64	82	
Exceeds the Standard	56	33	36	42	
Number of students tested	50	52	55	45	

Notes:

Minnesota began using the MCA II tests in 2006 and does not archive test information prior to that year. Therefore, we are only able to supply 4 years of test data. Minnesota also began using the MTAS in 2007 for those who qualify, so alternative testing data is not available for years prior to 2007.